

**The Report of the  
Accreditation Visiting Team**

**Central Davis Junior High School  
633 Church Street  
Layton, Utah 84041**

**October 12-13, 2005**



**Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Central Davis Junior High School  
633 Church Street  
Layton, Utah 84041**

**October 12-13, 2005**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 12-13, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Central Davis Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Karyn Bertelsen is also commended.

The staff and administration are congratulated for their desire for excellence at Central Davis Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Central Davis Junior High School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

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Pam Tsakalos .....	Supervisor School Lunch

# CENTRAL DAVIS JUNIOR HIGH SCHOOL

## ADMINISTRATION AND STAFF

### School Administration

Karyn Bertelsen ..... Principal  
Aaron Hogge ..... Assistant Principal  
Janet Johnson ..... Assistant Principal

### Counseling

Sally Cannon ..... Counselor  
Roger Key ..... Counselor  
Christina Petersen ..... Counselor

### Support Staff

Gaylene Byers ..... Head Secretary  
Mary Madson ..... Attendance Secretary  
John Miller ..... Head Custodian  
Danny Bullard ..... Assistant Head Custodian

### Faculty

Evan Alleman	Geoff Griffin	Regina Oechsle
Jeff Anderson	Sharyn Hampton	Kareen Patterson
Rachel Banks	Kimberly Harmon	Jeff Perkins
TJ Barker	Mark Harris	Travis Poll
Liz Bingham	Richard Heath	Kevin Puzey
Vickie Bingham	Deean Hicks	Tiffany Ralphs
Sue Boss	Patti Hortin	Kim Rathke
Beatrice Carlson	Bryan Hunt	Sandee Robison
Ann Casper	Lisette Hunt	Julie Rohlring
Krystle Cook	Merrill Johnson	Peggy Spute
Reuben Cunningham	Martha Krebs	David Thayne
Paul DeJarnatt	Marcie Langley	Alan Turpin
Robert Erickson	Lynnette Loughton	Alan Warner
Ann Flinders	Connie May	Mary Jo Wilcoxson
Susan Forsgren	Mary McArthur	Vicki Young
Rachel Francom	Holly Munson	

## **CENTRAL DAVIS JUNIOR HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of Central Davis Junior High, as a school-community, is to provide students with knowledge, skills, and values to become life-long learners and responsible citizens.

### **BELIEF STATEMENTS**

1. Student learning is our primary focus.
2. Teachers, administrators, parents, students and community share the responsibility for advancing the school's mission.
3. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
4. A student's self-esteem is enhanced by individual success and positive relationships.
5. Our traditions are based on respect, acceptance, high expectations, hard work and accountability.
6. Students learn in different ways and should be actively engaged with a variety of instructional approaches to become confident, self-directed, life-long learners.

A safe and supportive environment promotes success and achievement.



## **MEMBERS OF THE VISITING TEAM**

Craig Jessop, Rocky Mountain Junior High School, Weber School District,  
Visiting Team Chair

Diana Kline, South Jordan Middle School, Jordan School District

Georgia Loutensock, Utah State Office of Education

George Miller, Utah State Office of Education

Cindy Mitchell, South Jordan Middle School, Jordan School District

# **VISITING TEAM REPORT**

## **CENTRAL DAVIS JUNIOR HIGH SCHOOL**

### **CHAPTER 1: SCHOOL PROFILE**

Central Davis Jr. High is located in Layton, Utah, a crossroads community between Ogden and Salt Lake City, where the locally held perception of the school is often one of a “rougher school” with lots of at-risk kids.

Over 14 percent of the student population consists of minority students, including Hispanic, Asian, Pacific Islander, Native American, and African American. The school has seen an increase in poverty and at-risk populations because of an increasing mobility rate of 22 percent, a high number of single-parent families (33 percent), and a large number of trailer parks and rental units within its boundaries.

Last year, a school boundary change increased the number of students from the northwest side, which caused an increase of mainly low-income families. Based on crime demographics and PNA data, Central Davis was identified as high-risk for gang involvement and qualified for a grant from the Utah State Office of Education. In addition, a full-time resource officer has been assigned to Central Davis for several years.

To understand Central Davis Jr. High today, one must understand its unique history. Over the past 50 years, Central Davis has met the challenges of several building additions, a burgeoning student population, year-round scheduling, technological adaptation, loss of students to two junior highs built to accommodate Layton’s dynamic growth, a decreasing student population as the east side of the valley has aged and growth has exploded to the west, and a boundary change that has significantly increased the at-risk population.

Central Davis opened for the 1954-55 school year as the third junior high school in Davis County, following South Davis and North Davis, which had both opened in the late 1930s. Compared to today’s buildings, the physical structure was quite small, about one-third of its present size. Beginning enrollment was about 775 students and included students from the towns of Layton, Kaysville, Farmington, and Syracuse.

Just two years later, in 1956, Central Davis was already preparing for the future with the construction of the Armory, which housed the gym and some classrooms. It was jointly owned by the school district and the army. Until a few years ago, the Armory was used on weekends for reserve training.

Other additions to the campus were made in 1964, 1977, 1990, and 2002. The “New Gym,” which was built by a partnership between Davis School District and Layton City,

opened in 2002. The school uses it during the day, and the city uses it nights, weekends, and summers. The old gym locker rooms in the main building were renovated into a new and expanded counseling center. A music lab is also under construction in this area.

The physical size of the school is now three times that of the original building (including the expansive new gym). The extra space has provided areas for teacher workspace, technology and science labs, special needs classrooms, district personnel, etc. In addition to traditional classrooms, there are three fully equipped computer labs to house TLC, keyboarding classes, and individual class sign-ups; a fully-functional media center, including 14 computer stations with an additional three terminals for the online catalog; a band room; an orchestra room; a vocal music room; fully-equipped wood and metal shops; and sewing and foods labs.

a) *What significant findings were revealed by the school's analysis of its profile?*

Significant changes in the school population were identified. The school's boundaries were realigned several years ago, which has caused a shift in the demographics of the school. Despite the fact that the "free and reduced lunch" population has increased, there has been an increase in Math CRT scores over the last three years.

There has been a strong emphasis on data gathering, analysis, and dissemination. The staff and administration of Central Davis Junior High have put several programs in place as a result of data analysis. These efforts have mainly targeted reading, math, and character development.

b) *What modifications to the school profile should the school consider for the future?*

As student enrollment and data are updated, this information should be added to the self-study and included in future analysis.

### **Suggested Areas for Further Inquiry:**

- The Visiting Team found the profile to be quite complete and honest, and encourages the school to maintain its present course of action.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Central Davis Junior High School has been involved in a multi-year activity to create a self-study and school improvement plan. All stakeholders—staff, faculty, parents, and students—have been actively involved in each step of the process. The Visiting Team was impressed that students’ input was not only helpful but vital in creating the focus group reports.

Parents were and are actively involved in many parts of the process. Many expressed a commitment to further participation.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study is an accurate representation of the strengths and limitations of the school. The broad participation of all stakeholders was evident throughout the document.

The “Accreditation Self-Study” of Central Davis Junior High School is available on the school’s webpage.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Central Davis Junior High School's desired results for student learning (DRSLs) are as follows:

1. **RESOURCEFUL THINKERS** who can:
  - Identify relevant questions, issues, and /or problems
  - Access, analyze, and evaluate information and credibility of sources
  - Recognize alternate points of view
  - Generate, use and adapt critical and creative thinking strategies
2. **EFFECTIVE COMMUNICATORS** who can
  - Read, write, listen, speak and use artistic, mathematical the technological expressions
  - Express ideas with clarity, purpose, and audience awareness
  - Recognize, analyze and evaluate various forms of communication
3. **RESPONSIBLE CITIZENS** who can
  - Accept accountability for personal actions
  - Model ethical behavior (e.g., honesty, fairness and integrity)
  - Demonstrate a strong work ethic through attendance, punctuality and task completion
  - Work cooperatively, share responsibilities and accept supervision

- Respect themselves and others
- 4. LIFE LONG LEARNERS who can
  - Commit to create quality work and strive for excellence
  - Use a variety of learning strategies, abilities and time management skills to enhance learning
  - Reflect on and evaluate personal learning for the purpose of improvement
  - Integrate new information with existing knowledge and experience

**Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school's faculty, administration, students, Community Council, PTA board, and parents were involved in a highly collaborative effort to build a shared vision for the school. The school's leadership team provided numerous opportunities for stakeholder input and consensus building in the development of the school's mission, beliefs, and DRSLs. The resulting documents provide a clear direction for the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Student learning is the primary focus of the Central Davis Junior High belief system. Staff members and the administration have provided numerous examples of their commitment to improving student learning in a safe and supporting environment. Central Davis Junior High provides student academic assistance in the Math Lab, Cub Academy, Transition class, Read 180 class, and reading and writing across the curriculum, as well as other newly created programs. Extensive professional development has been provided to create a culture of "best practices" school-wide.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission and beliefs are aligned to support their DRSLs. Rubrics have been created to evaluate and measure the implementation of the school's desired results.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The faculty of Central Davis Junior High School has spent a large portion of the last two years mapping each teacher's curriculum to check for adherence to the Utah State Core and the DESK standards provided by the Davis County School District. The Visiting Team observed that while some teachers were initially anxious about the process (e.g., discarding curricula that they had taught for years), at the end of the process they were heartened by the fact that they had revisited their teaching and recommitted to teaching the State Core and improving their best practices.

The creation of the curriculum maps has also made it possible for new teachers entering Central Davis Junior High School to be quickly integrated into the department programs, as they have a clearer understanding of the scope and sequence of the material.

On the other hand, it has been difficult for teachers at Central Davis Junior High School to collaborate outside of their departments. Though this may happen occasionally on an informal basis, the experiences that the faculty has had with teaming have for the most part failed for various reasons. While many teachers are incorporating literacy and numeracy into their curricula, true teaming does not occur.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

There is a consistent effort on the part of the Central Davis Junior High School faculty to draw their students' attention to the relevance of the school's DRSLs to the curriculum and their futures. For the most part the students recognize the purpose of each DRSL and can identify which DRSLs are being addressed in specific lessons. The faculty members have included the target DRSLs in their curriculum maps, and attempt to address them verbally during many lessons.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The professional staff and administration have designed and implemented a variety of learning experiences for students in order to align instruction to meet student needs and learning styles.

A teacher survey (developed by students) provided a list of instructional strategies ranked by frequency of use. This information was compared to best practices as found in Marzano's *Classroom Instruction that Works*. Through staff development sessions, teachers have learned and are implementing several of these strategies.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

All staff members have received REACH training and training specific to the area of poverty, both of which provided numerous strategies for struggling learners. In addition, Data teams meet regularly to determine areas in which specific student needs should be addressed.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Central Davis Junior High provides its students with opportunities to access additional academic support for student learning. The school offers many additional opportunities for all students. There are remediation classes after school. Other support groups include the Local Case Management Team (LCMT), Start Taking Alcohol Risks Seriously (STARS), ESL, and the Advisory period. A class called Strengthening Families is being taught to improve relationships between students and parents. Teachers also make themselves available to assist any student seeking help outside the classroom instructional time. Community contacts further support and expand student learning (e.g., 9<sup>th</sup> grade job shadow, mock job interviews, guest speakers, and Career Fair Day).

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

School-wide, Central Davis Junior High School is committed to examining the results of the Iowa Test of Basic Skills; the CRTs for Math, Science and Language Arts; the STAR reading assessment; the Direct Writing Assessment; and yearly math placement tests in order to identify the strengths and weaknesses of the teaching program, as well as students who are in need of remediation or encouragement.

The Visiting Team noted that the English faculty is using the AR/STAR reading program correctly, in a manner that has had good results in improving student reading ability. They should also be commended for their use of the SRI reading assessment and the Holt Online Essay program.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

While the Central Davis Junior High School faculty has done a good job of identifying the types of assessments used in the various classes, it was not evident to the Visiting Team that they had performed a systemic evaluation of these assessments to identify whether they reflect the intended purpose of the instruction. The faculty is very aware of the requirements of the State Core and the DESK standards, and teachers do adjust their teaching to reflect these standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Most assessments appeared to be designed and used in a fair and equitable manner. The Visiting Team observed a variety of informal assessments being used in classrooms. Teachers were diligent in their efforts to meet the needs of individual students. The Visiting Team felt the staff was using assessments of various types to guide instruction.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The Visiting Team witnessed several examples of instruction provided to the staff by the school leadership. The staff has been actively engaged in best practices based on *Turning Points 2000, Results*, and *Classroom Instruction that Works*. The team heard teachers refer to techniques taught in those books and discuss the success they are having with those techniques in the classroom.

The school leadership also invited Mike Schmoker, a national leader in school improvement, curriculum, assessment, and staff development, to a faculty in-service. Teachers have been actively engaged in teaching each other during faculty meetings.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*



The Visiting Team observed large quantities of data that the school has gathered with regard to the students and student progress. This data is used to create programs designed to help students who need extra assistance. The school leadership has put Cub Academy in place for students with behavior concerns, including attendance, gang participation, and involvement in illegal activities.

Teachers meet twice a week with an advisory class. On one day, students are expected to be prepared with homework or reading materials while the teacher consults individually with each student about his or her grades and progress. The second day is used for character development.

The school leadership's use of research-based best practices was addressed in section a) above. Teachers, counselors, administrators, and parents have engaged in many hours of collaboration, and those collaborative efforts are being implemented in the daily lessons taught by teachers. They are beginning to see the results of their efforts, and are excited about the obvious progress students are making.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school leadership monitors student achievement through national and state-mandated testing. In addition, some departments are actively moving toward uniform testing. Students' reading and mathematics scores are regularly evaluated. The Math Department gives beginning and end-of-year tests to determine the best placement of students. The leadership team appears to reflect with each other on school issues, including student progress and evaluation scores.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team observed a very well-run school in which departments, programs, and individual teachers are empowered by the school leadership to make decisions that are best for kids. The whole effect is one of cooperation and vision. Students stated that they feel safe here and get along well with others. There was some evidence of the need for continued emphasis on anti-bullying training. However, the overall feel in the school is of a positive, comfortable learning environment where young people like to come and enjoy learning.

The building itself is in excellent condition and continually clean and inviting.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The teachers and leadership are dedicated to the school's mission, goals, DRSLs, and the school improvement plan. Both the leadership and faculty in the school stated that requests for needed equipment and teaching tools are met to the extent that funds are available

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team noted that an almost tangible aura has permeated Central Davis Junior High. The cooperation, collaboration, and feeling of unity among the faculty and the school community at large are most impressive. The purposes and progress of the accreditation process have become engrained in the staff, teachers, and parents. Mrs. Bertelsen was credited by one and all as the person with the initial vision that is now universally accepted and espoused.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team noted that there are numerous examples of groups both within the school and from the local community that work closely with the school. The PTSA is one such group that has been active within the school community and especially with the accreditation process. It was noted that parents and community members alike were involved and continue to be active participants in the learning community.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school forges productive links with the larger academic community as well as community members. There is support for collegial working relationships across K-16 levels of education. Nationally known educational experts have been invited to the school to share their expertise and train the faculty. Integration of cross-curricular instruction is taking place. Planning meetings for intra-departmental collaboration were noted by the Visiting Team.

Two noteworthy programs, MESA and Reality Town, have proven especially popular and are well supported, especially by parents.

The Visiting Team also noted that parents and community members feel welcome within the school and participate actively in many positions, such as hall monitor, speaker, counseling advisory committee member, focus group participant, school improvement council member, and even volunteer in the classroom.

The Visiting Team noted that there is a very high level of collegiality among the staff and administration. New, first-year teachers are quickly accepted and become active members of the faculty.

The Visiting Team noted that students are actively praised and recognized for their work, both privately and in group settings.

The school should be highly commended for the success of the Advisory Period. Held twice weekly, this 25-minute class period provides an extended opportunity for one teacher to be actively involved with a small group of students over their 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade experience. Students receive a printout of all of their coursework, grades, missing assignments, etc., and must have a parent/guardian sign the document each week. This provides an excellent communication strategy for parents, students, and teachers about student progress.

Meaningful partnerships are established that extend learning opportunities for students and provide resources to support their achievement.

Additional methods of home-school communication are being used. E-mail, web pages, and Advisory Period communication have all proven effective. It is recommended that these methods continue to be supported and expanded to increase parent and community involvement wherever possible.

The Visiting Team noted that there has been considerable effort made to better transition students from the elementary to the junior high schools. Collaboration among the academic departments (Math, English, Social Studies, etc.) and their counterparts at the elementary school, using curriculum mapping and other developments, should be encouraged and expanded wherever possible.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The Visiting Team asked many teachers, parents, and administrators for their opinion about commitments to the school improvement process. The accreditation activities over the last three years have done much to focus the faculty on school improvement, collaboration, cross-curricular integration, and technology-enhanced instruction. The school and the district sustain this commitment.

The faculty and administration have commented positively about the success of their Friday work period, which allows them the opportunity to collaborate and seek professional development.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school's organizational structure does support continuous improvement and professional development. The faculty members have established good working relationships with each other and with their colleagues in other districts, which allows them to seek assistance and validate their teaching strategies.

The school structure itself, though an older building, is well designed and maintained, and flexible enough to allow innovative teaching and technology to be incorporated into teachers' pedagogy where practical.

Professional development and continuous improvement opportunities such as ESL, advanced degrees, and technology integration are actively supported by the administration's School Improvement Plan (SIP) and the five-year strategic plan, which allows good research-based practices to be brought into the school system.

The Visiting Team noted that teachers are requesting professional development opportunities in technology integration and specialized computer skills (such as web page design and PowerPoint) as necessary. Additional professional development has provided training in interdisciplinary and integrated curricula as well as alternate assessment strategies, allowing faculty members to grow and develop professionally. If workshops can be provided by the district, USOE, or UEN, and done at the school on "early-out Fridays," it is likely that there will be good support and attendance.

The Visiting Team noted that 13 teachers have participated in the Intel: Teach to the Future workshops provided by Utah Education Network. Also, 19 out of 46 teachers have advanced degrees, 17 teachers are ESL-endorsed, and a notable two teachers have National Board Certification.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

Most Utah public junior high/middle schools are not accredited through NAAS, but only by the USOE – it is their choice to join NAAS or not.

## CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan is based on student performance data. Using norm-referenced test data, the school is focusing on the critical-need area of reading and writing proficiency across the curriculum, with an emphasis on targeted sub-populations.

The stakeholders themselves identified that collaboration between departments is lacking.

The school is on target for developing school-wide standards for citizenship, as well as a school-wide grading scale and other policies that will also foster better communication and interdepartmental collaboration.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Parents, teachers, and staff members expressed a profound commitment to the action plan and are really looking forward to implementation.

- e) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Although the action steps and progress indicators are well defined, information about the time line and responsible parties needs to be more specific.

## CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

### **Commendations:**

- The Visiting Team was impressed with and commends the Central Davis Junior High School community for the total involvement of parents and students in the entire process. The excitement and commitment that the Visiting Team observed were tangible and genuine.
- The Visiting Team noted a very high level of unity, as well as a commitment to support the accreditation and school improvement process.

- All members of the Visiting Team noted that the buildings and infrastructure of the campus were in excellent condition. The halls, bathrooms, and classrooms were observed to be neat and clean. Classrooms especially appeared to be inviting, exciting places to visit. Teachers often “restructure” their classroom environment to suit their teaching styles, which projects a unique personality for each classroom and teacher.
- The Visiting Team was told about, and observed numerous examples of, Central Davis Junior High School being a “kid-friendly” school. There is a tangible feeling of acceptance toward students. This was noted in all classrooms and administration offices, and even in the hallways and outdoors between the buildings during class changes.
- The Visiting Team commends the school for its efforts at collaboration on school-wide policies such as grading scales, tardies, late work, etc. The use of class web sites has facilitated these efforts.

### **Recommendations:**

- The Visiting Team recommends that the “Don’t Hassle Me!” anti-bullying program be supported and expanded. Several students commented to the Visiting Team that there are and have been incidents of bullying on campus, even though it was not reported to the administration or the school resource officer. Teachers, administrators, students, and support staff would all benefit from additional training.
- The Visiting Team recommends that Central Davis Junior High School revise the action plan to include assignment of action steps to specific individuals. The school should also set specific dates as benchmarks for revisiting each action step to evaluate progress and plan further actions. This specificity would replace references to such general terms as “ongoing,” or “teachers.”
- The Visiting Team recommends that the Leadership Team review the Quality Assessments findings and encourage all teachers and departments to assess their grading tools and determine whether they truly are valid measures of the activities and presented materials.